DOCUMENT RESUME

ED 072 590 EC 051 101

TITLE	Visually Handicapped--Programs; A Selective Bibliography. Exceptional Child Bibliography Series No. 619.
INSTITUTION	Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	Aug 72
NOTE	19p.
AVAILABLE FROM	Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900 Arlington, Virginia 22202
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Abstracts; *Bibliographies; *Educational Programs; *Exceptional Child Education; *Visually Handicapped

ABSTRACT

The selected bibliography of educational programs for the visually handicapped contains an explanation of indexing and approximately 50 abstracts to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (two order blanks are provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents ranges from 1951 to 1971. (DB)

ED 072590

VISUALLY HANDICAPPED—PROGRAMS

A Selective Bibliography

August, 1972

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

CEC Information Center on Exceptional Children
An ERIC Clearinghouse
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

Exceptional Child Bibliography Series No. 619

The work presented or reported herein was performed pursuant to a grant from the Bureau of jeducation for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.

The CEC Information Center on Exceptional Children

With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

How to Use This Bibliography

The *Exceptional Child Bibliography Series* was initiated by the CEC Information Center to answer the need for rapid responses to specific requests for information. The volume of information requests received by the Center is analyzed and used as a guide in preparing special topic bibliographies in the field of exceptional child education. Abstracts contained in the bibliographies are drawn from the computer file of abstracts which represents the CEC Information Center's complete holdings as of the date indicated on each bibliography.

Selective editing by Information Specialists is performed on each bibliography. From the total number of abstracts drawn from the file on a particular topic, selection is made of only those judged to best meet the following criteria: availability of the document to the user, currency, information value, author's reputation, and classical content. The number of abstracts selected to appear in a bibliography may vary from one to 100, depending on the amount of suitable information available. Updating of bibliographies as new material becomes available is accomplished when the volume of new material reaches 25 percent of presently available material on a given topic.

How to Read the Abstract

Each abstract contains three sections–bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

How to Use the Indexes

Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

How to Purchase Documents

Documents with an ED number and EDRS availability indicated may be purchased from the ERIC Document Reproduction Service (EDRS). For your convenience an order form is provided on the back cover of this bibliography.

Abstracts appearing in the bibliographies have also been published in *Exceptional Child Education Abstracts*, the quarterly abstract publication of the Council for Exceptional Children. Approximately 750 abstracts covering the broad range of exceptionality appear in each issue. (Subscription order form below.)

(Make checks payable to) **EXCEPTIONAL CHILD EDUCATION ABSTRACTS** The Council for Exceptional Children
1411 S. Jefferson Davis Highway, Jefferson Plaza, Suite 900, Arlington, Virginia 22202

Please enter my order for subscription(s) to Exceptional Child Education Abstracts.

_____ Institutional Subscriptions Vol. IV (4 issues)—$50
_____ Supplementary Subscriptions *(will be shipped to address below)*—$25 each
_____ Back Volumes for Institutions—$40 each
_____ Eligible for individual subscriptions—$35 each
_____ Back Volumes for individual subscribers—$35 each
_____ Eligible for individual CEC member rate—$25 each
_____ Back Volumes for CEC members—$25 each

Back Volumes Available:
Volume I (5 issues)
Volume II (4 issues)
Volume III (4 issues)

☐ Check enclosed ☐ Please bill me ☐ My P.O. No. is _____
☐ I want information on ECEA and other CEC publications

Institution _____

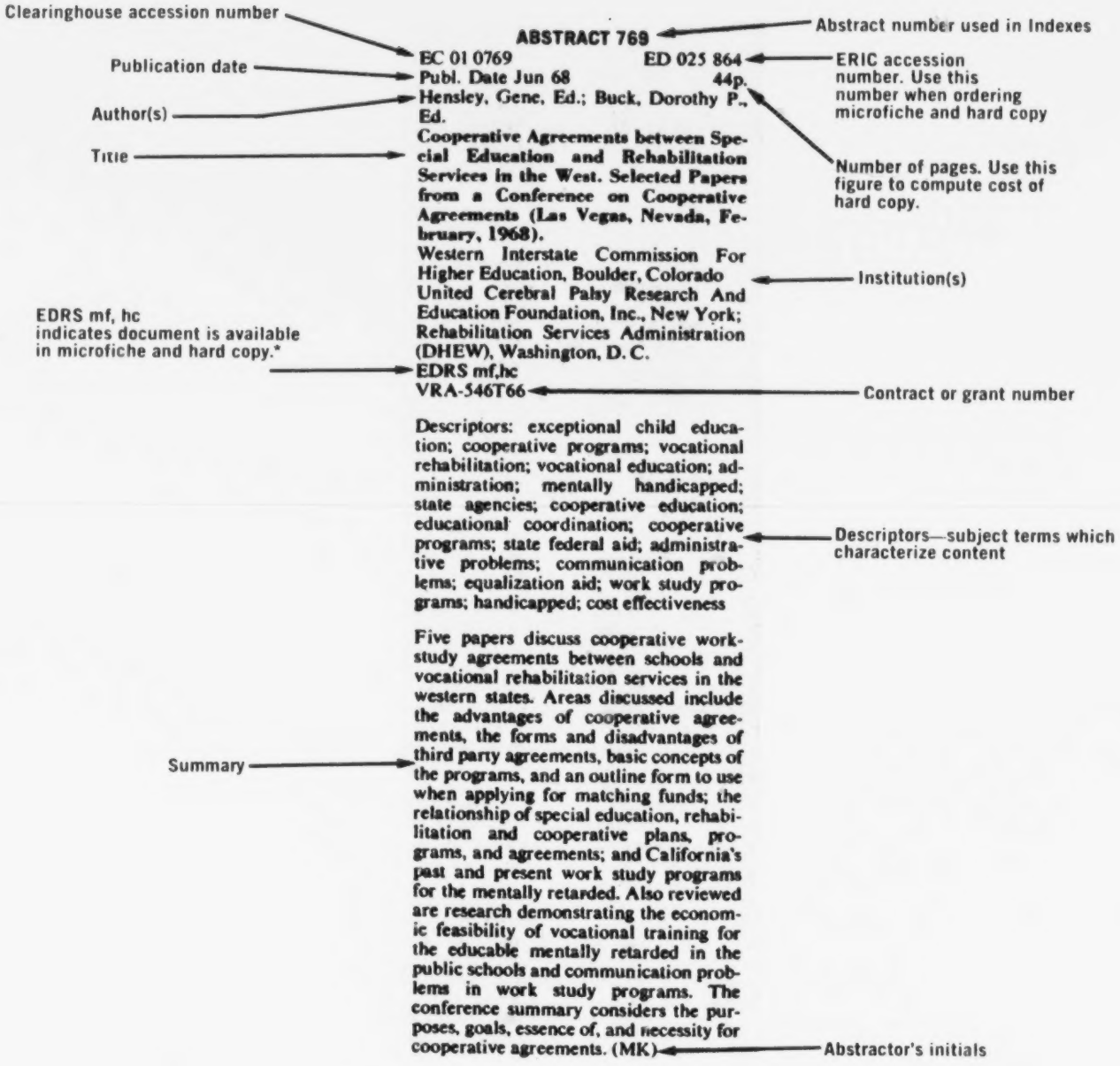
Name _____

Address _____

_____

City **State** **Zip**

Sample Abstract Entry


Clearinghouse accession number
ABSTRACT 769
Abstract number used in Indexes
EC 01 0769
ED 025 864
ERIC accession number. Use this number when ordering microfiche and hard copy
Publication date
Publ. Date Jun 68
44p.
Author(s)
Hensley, Gene, Ed.; Buck, Dorothy P., Ed.
Title
Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).
Number of pages. Use this figure to compute cost of hard copy.
Western Interstate Commission For Higher Education, Boulder, Colorado
Institution(s)
EDRS mf, hc indicates document is available in microfiche and hard copy.*
United Cerebral Palsy Research And Education Foundation, Inc., New York; Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc
VRA-546T66
Contract or grant number
Descriptors: exceptional child education; cooperative programs; vocational rehabilitation; vocational education; administration; mentally handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal aid; administrative problems; communication problems; equalization aid; work study programs; handicapped; cost effectiveness
Descriptors—subject terms which characterize content
Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative plans, programs, and agreements; and California's past and present work study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (MK)
Summary
Abstractor's initials

*NOTE: EDRS mf indicates microfiche reproduction only.

INDEXING TERMS SEARCHED

Indexing terms used to retrieve information on *Visually Handicapped - Programs* from the Center's computer file of abstracts are listed alphabetically below:

Blind
Echolocation
Eyes
Exceptional Child Education
Exceptional Child Research
Large Type Material
Mobility Aids
Opthalmology
Partially Sighted
Perceptually Handicapped
Sensory Aids
Tactile Adaptation
Vision
Visually Handicapped
Visually Handicapped Mobility
Visually Handicapped Orientation

JOURNALS USED

Abstracts of articles from the following periodicals appear in this bibliography:

Education of the Visually Handicapped
Exceptional Children
JOHPER
Journal of Speech and Hearing Disorders
New Outlook for the Blind
Reading Teacher
Rehabilitation Teacher
Research Bulletin
TEACHING Exceptional Children

The abstracts in this bibliography were selected from *Exceptional Child Education Abstracts*, Volumes I-III.

ABSTRACTS

ABSTRACT 10089

EC 01 0089 ED 012 135
Publ. Date 65 58p.
Pre-Cane Mobility and Orientation Skills for the Blind.
Michigan School For The Blind, Lansing
Michigan State Dept. Of Educ., Lansing
EDRS mf,hc

Descriptors: exceptional child education; visually handicapped; curriculum; blind; travel training; curriculum guides; skills; lesson plans; children; records (forms); visually handicapped mobility; visually handicapped orientation; elementary grades; skill development; learning activities; resource materials

Units, activities, lesson plans, and resource materials to help elementary teachers reinforce instruction in basic pre-cane mobility and orientation skills are presented. Appendixes include definition of terms, orientation and mobility check list with teacher instructions, suggestions for guiding blind individuals, suggested summer activities in orientation, and mobility skills for primary and intermediate blind children. A 97-item bibliography is included, along with lists of instructional manuals and records. (CG)

ABSTRACT 10196

EC 01 0196 ED 018 889
Publ. Date Aug 66 62p.
Couchell, Peter, Jr. And Others
The Value of Mobility Instruction as a Technique to Motivate Blind Individuals.
Mecklenburg Assn. For Blind, Charlotte, N. C.
EDRS mf,hc

Descriptors: exceptional child research; visually handicapped; motivation; adults; young adults; older adults; travel training; instructional programs; demonstration projects; visually handicapped mobility

A 3-year demonstration project was designed to provide the blind with mobility instruction, to show agencies and communities the need for such instruction, and to obtain information about motivation and mobility. Of the 73 blind persons in Mecklenburg County (North Carolina) who inquired by individual application or were referred by other agencies, 14 males and 17 females, aged 14 to 70 years, participated in the mobility training. Following interviews with the caseworker and the peripatologist, the subjects were examined by an ophthalmologist to determine presence of residual vision, a physician to determine physical capacity, and an audiologist to determine ability to hear and to discriminate among sounds. After an interpretive interview explaining the course of instruction, the subjects began training. The subjects received an average of 22 individual hour training lessons. At termination of the lessons, 18 subjects could travel independently in residential areas (seven of these could travel in business areas also). Success in mobility apparently enhanced motivation to improve in other areas of social functioning. Most clients felt that daily lessons were more advantageous than longer lessons on alternative days. About 75 percent of the clients were satisfied with the long evaluation process which preceded the beginning of instruction. Over half of the clients who inquired did not take mobility training for various reasons, including rejection due to medical conditions, lack of interest, family objections, resignation of instructor, or emotional state. (KH)

ABSTRACT 10535

EC 01 0535 ED 022 311
Publ. Date 68 72p.
Fulker, Wilber H.; Fulker, Mary
Techniques with Tangibles; A Manual for Teaching the Blind.
EDRS not available
Charles C Thomas, Publisher, Bannerstone House, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($5.75).

Descriptors: exceptional child education; visually handicapped; instructional materials; concept formation; partially sighted; blind; instructional aids; sensory aids; three dimensional aids; manipulative materials; instructional technology

The production and use of tangible aids for teaching complete mental concepts to the blind are discussed. The Thermoform vacuum duplicating machine which produces teaching aids simulating pictures or drawings used by sighted children is described; and examples of Thermoform masters are cited, including Mendel's law, the maze, four stages of cell division, map of Pike's Peak, the human eye, house plan, campus map, earth science drawing, and others. Handmade apparatus and models discussed are the suspension bridge, the thermometer, the expressway interchange, model of the campus, the vacuum and pressure pump, the thermocouple, wave motion and magnets, electricity, the model water well, the solar system, and the soil erosion experiment. Other homemade techniques, variations of games, and adaptations of available teaching aids are considered, as are the following toy models, cutaways, and commercial products: plastic model kits, toy models, construction sets, magnetic boards, cutaway displays, war surplus items, the doll house, educational models and aids, the tangible moon, and tangible self-help dress kits. A discussion of teaching for greater meaning treats creative art work, the concept corner, the field trip, and the well rounded program. Thirty-one figures illustrate the various devices and aids described in the text. (DF)

ABSTRACT 10631

EC 01 0631 ED 024 191
Publ. Date Aug 68 132p.
Dorward, Barbara; Barraga, Natalie
Teaching Aids for Blind and Visually Limited Children.
American Foundation For The Blind, New York, New York
EDRS not available
American Foundation For The Blind, 15 West 16th Street, New York, New York 10011 ($2.75).

Descriptors: exceptional child education; visually handicapped; instructional materials; numbers; number concepts; word recognition; discrimination learning; symbolic learning; sensory aids; braille; tactual perception; haptic perception; associative learning; blind; partially sighted; manipulative materials

Illustrated instructions are provided for constructing 32 teaching aids. To be used with blind and visually limited children, the aids are designed to assist the child in exploration, discrimination, and recognition; spatial orientation and association of tactual symbology; likenesses and differences in tactual group symbols; word association and symbol integration; numerical enumeration and relationships; number sequencing and association; and understanding, application, and reinforcement of numerical time concepts. Appendixes contain general construction directions and braille diagrams for the aids. (LE)

ABSTRACT 11316

EC 01 1316 ED 016 322
Publ. Date 66 196p.
Margach, Charles And Others
Proceedings of the Conference on Aid to the Visually Limited (Washington, D.C., March 24-25, 1966).
American Optometric Association, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; visually handicapped; etiology; job placement; identification; vocational rehabilitation; visual perception; federal programs; community programs; social services; financial services; large type materials; medical treatment; sensory

aids; prevention; statistical surveys; partially sighted; blind; electromechanical aids; medical services; braille; ophthalmology; research needs; federal legislation; reading machines; American Optometric Association

Called to identify and meet the needs of the visually handicapped, the conference considered the problems of identifying and defining the visually limited with implications for placement in vocations and vocational training. Papers on serving the visual needs of the visually limited describe ocular pathologies, vision care, degree of vision related to vocation, and nonvisual reading devices. Also discussed are social and economic services including medical assistance, prevention of blindness, large print books, and community and federal programs of assistance. Information on problems in identifying the visually limited in a statistical sense and on methods of communicating services to them is included. Research in clinical optometry, psychology of the use of low vision aids, development of sensory aids, and implications for future service are considered, and information is given on continuing federal programs, voluntary community action, and group health insurance. (KH)

ABSTRACT 11319

EC 01 1319 ED 016 327
Publ. Date 66 241p.
Buell, Charles E.

Physical Education for Blind Children.
EDRS not available
Charles C Thomas, 301-327 East Lawrence Avenue, Springfield, Illinois 62701 ($9.00).

Descriptors: exceptional child education; visually handicapped; physical education; curriculum; recreation; blind; children; case studies (education); residential schools; day schools; leisure time; games; childrens games; classroom games; primary grades; secondary grades; intermediate grades; achievement rating; athletics; athletic programs

A practical rather than a theoretical reference guide, the book discusses the need of the blind or visually impaired child for physical education. Past and present programs in public and residential schools, recreation and leisure time activities (a guide for parents), sports and interscholastic competition, active games, contests, relays, and wrestling are described. The study also considers physical fitness, achievement scales, and grade levels. An appendix lists successful blind teams and athletes and several exercises and tests. (KH)

ABSTRACT 11370

EC 01 1370 ED N.A.
Publ. Date 68 32p.
Wood, Maxine

Blindness--Ability, Not Disability.
Public Affairs Committee, Inc., New York, New York
EDRS not available
Public Affairs Committee, Inc., 381 Park Avenue South, New York, New York 10016 ($0.25).

Descriptors: exceptional child services; visually handicapped; etiology; incidence; legislation; blind; partially sighted; rehabilitation centers; attitudes; library services; mobility aids; sensory aids; insurance programs; travel; prevention; vocational rehabilitation; sheltered workshops

Estimates of the number of blind people, definitions of legal and functional blindness, and important causes of blindness are discussed. Rehabilitation services for the blind are delineated, including vocational training, sheltered workshops, special teachers, and rehabilitation centers. Special provisions of the Social Security and income tax laws and additional aids to the blind, such as braille, records, tapes, and large type books are presented. A list of nine organizations for the blind is included. (RP)

ABSTRACT 20142

EC 02 0142 ED N.A.
Publ. Date Aug 69 8p.
Wessell, Margery Hayes

A Language Development Program for a Blind Language-Disordered Preschool Girl: A Case Report.
EDRS not available
Journal Of Speech And Hearing Disorders; V34 N3 P267-74 Aug 1969

Descriptors: exceptional child research; visually handicapped; language handicapped; case studies (education); language development; multiply handicapped; eating habits; teaching methods

The case report describes diagnostic examinations and a therapy program for a 3.9 year old congenitally blind girl. She received therapy three times per week for 8 months to develop meaningful associations, stimulate imitation and use of language, and stimulate any residual vision. Areas treated were body concepts, shapes and forms, textures, sound direction discrimination, expansion of environment and increasing independence, and eating habits. Substantial progress was reported. Recent reports indicated that the child is enrolled in a preschool day-care center in preparation for later school experience. (JB)

ABSTRACT 20639

EC 02 0639 ED N.A.
Publ. Date 66 189p.
Crawford, Fred L.

Career Planning for the Blind; A Manual for Students and Teachers.
Hadley School For The Blind, Winnetka, Illinois
Rehabilitation Services Administration, (DHEW), Washington, D. C.
EDRS not available
Farrar, Straus, And Giroux, Inc., 19 Union Square West, New York, New York 10003 ($3.95).

Descriptors: exceptional child services; visually handicapped; vocational rehabilitation; community resources; employment practices; occupational guidance; blind; career planning; vocational counseling; job market; self evaluation; occupational information; retirement; employment opportunities; vocational adjustment; adjustment (to environment)

Developed for use by blind persons and helpful to vocational counselors, the text includes information on careers, the labor market and the world of work, occupational choice, factors which contribute to individual success, the effect of blindness on the development of a career, community resources available to assist in career planning, measurement and evaluation of skills, occupational information, techniques for self appraisal, laws and customs governing employment in the U.S., skills for job attainment, resources available for assistance in getting a job, personal factors bearing on success, new careers in business or self employment, and planning for retirement. There are 65 items in the bibliography and a workbook of lesson assignments for each chapter. This book is also available in braille and recorded form. (LE)

ABSTRACT 20980

EC 02 0980 ED 033 520
Publ. Date 66 208p.
Case, Maurice

Recreation for Blind Adults.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 67203 ($8.75).

Descriptors: exceptional child services; visually handicapped; recreation; adults; incidence; social work; individual characteristics; handicrafts; dance; dramatics; group activities; language arts; music activities; recreational activities; socialization; leadership qualities; volunteers; administration; program planning administrative policy

The effects of blindness in adults, activity programs, and the administrative technicalities of these programs are discussed. A definition of blindness, historical background, and mention of social group work serve as i troduction to the impact of blindness. Under these activities are included the following subjects: arts and crafts, study and participation in dance and drama, group activities and social events, literary and language activities (braille, lectures, reading groups, music appreciation and contribution), nature outings, sporting events, and miscellaneous features. The qualifications of paid and volunteer staff are considered as is their training. The chain of administration, programing, financing, and physical facilities, including operational problems, are included in addition to the practical problems of recruiting, transporting, and charging patients for the services. (JM)

ABSTRACT 21536

EC 02 1536 ED N.A.
Publ. Date Feb 70 7p.
Pumo, Benjamin J.

Prevention of Vocational Disabilities Through Comprehensive Planning.

EDRS not available
New Outlook For The Blind; V64 N2 P53-9 Feb 1970

Descriptors: exceptiona child services; visually handicapped; vocational rehabilitation; vocational counseling; vocational education; occupational guidance; community cooperation; program planning; counselor role

Concerned with the prevention of vocational disabilities for the blind the article explores the role of the vocational consultant, the need for improved use of existing resources and the interdisciplinary approach, immediate and future demands which must be met, an occupational information center program, the conference held on Careers Unlimited, and vocational disability prevention. Basic principles applicable to most urban communities are listed, and characteristic situations are described. (RD)

ABSTRACT 22284

EC 02 2284 ED N.A.
Publ. Date Jan 70 11p.
Viskant, Kathryn
Cooperative Homemaking Program in Illinois.
EDRS not available
Rehabilitation Teacher; V2 N1 P19-29 Jan 1970
Paper Presented At The A.A.W.B. Convention (Chicago, Illinois, July, 1969).

Descriptors: visually handicapped; tutoring; homemaking skills; staff orientation; visiting homemakers; cooperative programs

The development of the cooperative homemaking program for the visually handicapped is described. Agency cooperation results in blind persons in 26 counties having tutors who conduct classes in cooking, sewing, and other homemaking skills. Orientation is provided to staff and coordinators. (RJ)

ABSTRACT 22367

EC 02 2367 ED N.A.
Publ. Date 65 15p.

Helping the Partially Seeing Child in the Regular Classroom.
National Society For The Prevention Of Blindness, Inc., New York, New York
EDRS not available
National Society For The Prevention Of Blindness, Inc., 16 East 40th Street, New York, New York 10016 ($0.10).

Descriptors: exceptional child education; visually handicapped; educational needs; partially sighted; visual environment; classroom arrangement; instructional materials; educational equipment; individual needs; regular class placement; identification; teaching guides

Suggestions are made for helping the partially sighted child in the regular classroom. Checklists and recommendations are provided for behavior patterns, using the health record, visual environment, and seating arrangement. Consideration of the use of materials and equipment covers reading, writing, tape and large type typewriters, low vision aids, maps and globes, pencils, pens, paper, teaching methods, assignments, eye health and safety, and psychological and achievement tests. Also outlined are the following topics: considering the individual child, eyes and their use, and guidance and counseling. Four references, two films, nine publications, and nine myths and facts about vision are listed. (JD)

ABSTRACT 22481

EC 02 2481 ED N.A.
Publ. Date (68) 43p.
Dickinson, Raymond M.
Mobility Training for the Visually Handicapped: A Guide for Teachers.
Illinois Department Of Children And Family Services, Springfield
Illinois Office Of Public Instruction, Springfield
EDRS not available
Illinois Office Of Public Instruction, 316 South 2nd Street, Springfield, Illinois 62706.

Descriptors: exceptional child education; visually handicapped; visually handicapped mobility; parent teacher cooperation; parent education; space orientation; anxiety; sensory aids; activities; behavior; agencies; services

Designed to provide information to parents on mobility training for the visually handicapped, the booklet discusses terminology, home learning processes, the introduction to the outside world, fears and anxieties, and parent-teacher cooperation. Ideas are also provided on posture and gait, learning space relationships, using sensory clues, familiarization, orientation and mobility skills, and formal mobility training. Appendixes contain information on types of behavior, activities, environmental awareness, agencies and resources for the blind, exercise sets on recordings, and references. (JM)

ABSTRACT 22482

EC 02 2482 ED N.A.
Publ. Date (68) 33p.
Dickinson, Raymond M.

Orientation and Mobility for the Visually Handicapped: A Guide for Parents.
Illinois Department Of Children And Family Services, Springfield
Illinois Office Of Public Instruction, Springfield
EDRS not available
Illinois Office Of Public Instruction, 316 South 2nd Street, Springfield, Illinois 62706.

Descriptors: exceptional child education; visually handicapped; visually handicapped orientation; visually handicapped mobility; services; readiness (mental); parent education; social adjustment; childhood needs

Orientation and mobility training suggestions are offered to parents of visually handicapped children. Discussed are available services, recognizing the infant's needs, adventitious loss, encouraging exploration in the home and outdoors, social adjustment, and mental and physical stimulation. Also of concern are school preparation, orientation and mobility training at the elementary, junior high, and high school levels, and the assistance that parents can provide. (JM)

ABSTRACT 22541

EC 02 2541 ED 038 811
Publ. Date Mar 70 85p.
Halliday, Carol
The Visually Impaired Child: Growth, Learning, Development--Infancy to School Age.
Instructional Materials Reference Center For Visually Handicapped Children, Louisville, Kentucky;
American Printing House For The Blind, Louisville, Kentucky
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc
OEG-2-6-062289-1582(607)
BR-272036

Descriptors: exceptional child education; visually handicapped; child development; preschool children; multiply handicapped; learning readiness; instructional materials; special services; learning processes; physical development; social development; self care skills; intellectual development; emotional development; language development; perceptual motor coordination; personal growth

Addressed to both professionals and parents, the handbook delineates visual impairment and discusses child growth with reference to the visually handicapped. Development in the visually impaired of self care skills and along physical, social/personal, intellectual, and emotional lines is described and contrasted to that of the normal child. Also, school readiness problems for visually and multiply handicapped children are discussed. Materials and services are considered and their sources listed. (JD)

ABSTRACT 22583

EC 02 2583 ED N.A.
Publ. Date May 70 17p.
Zimmerman, David R.
Shall We Have Seeing Aids for the Blind?
EDRS not available
Rehabilitation Teacher; V2 N5 P3-19 May 1970

Descriptors: exceptional child services; visually handicapped; sensory aids;

prostheses; blind; tactile adaptation; electrical stimuli; stimulus devices; visualization; phosphenes

Experiments and progress in the development of artificial sight for the blind are reviewed. Explained is the work of neurophysiologist Dr. Giles M. Brindley who has successfully implanted an electrode grid in a blind woman's skull. Described are tiny radio transmitters to convey a signal to corresponding receivers located under the scalp, which in turn are attached to the 80 electrode stimulators. An electric shock to the visual cortex will reportedly illuminate elemental phosphenic light points, which can be organized into images. Other new sight substitutes discussed are a grid of vibrating tactile stimulators, whereby a blind person can perceive images transmitted through nerves in the skin of the back; the use of computers and light spot programs; an amauroscope, which uses the trigeminal facial nerves to carry signals to the brain's visual centers; and reading machines. (KW)

ABSTRACT 30099

EC 03 0099 ED 043 173
Publ. Date 70 239p.
A Step-By-Step Guide to Personal Management for Blind Persons.
American Foundation For The Blind, New York, New York
EDRS not available
American Foundation For The Blind, Inc., 15 West 16th Street, New York, New York 10011.

Descriptors: exceptional child education; visually handicapped; adjustment (to environment); visually handicapped orientation; visually handicapped mobility; hygiene; homemaking skills; interpersonal competence; teaching methods; guidelines; personal adjustment

Specific procedures to instruct the blind in daily activities essential to personal management are described in areas of hygiene, grooming, clothing, and cosmetics. Detailed techniques are also provided for various aspects of homemaking such as cleaning, ironing, sewing, cooking, and child care. Additional guidelines include instruction in etiquette, gestures, table manners, telephone dialing, and other social abilities. Information on necessary equipment and suggested orientations accompanies the techniques for each topic. An extensive list of references available in braille is provided for each area, and additional sources of information and participants in the seminars on personal management services are also noted. (RD)

ABSTRACT 30134

EC 03 0134 ED N.A.
Publ. Date 69 12p.
Who Is the Visually Handicapped Child?
American Foundation For The Blind, New York, New York
EDRS not available
American Foundation For The Blind, 15 West 16th Street, New York, New York 10011.

Descriptors: exceptional child education; visually handicapped; educational needs; educational programs; professional education; teacher education; deaf blind

The nature and incidence of visual handicap are described as are types of educational objectives and programs for visually handicapped children. Information is also given on preparation programs for teachers and other professionals working with the visually handicapped. (JD)

ABSTRACT 30138

EC 03 0138 ED N.A.
Publ. Date Jun 69 78p.
Proceedings of the Seminar on Services to Young Children with Visual Impairment (June 17-19, 1968).
EDRS not available
American Foundation For The Blind, 15 West 16th Street, New York, New York 10011 ($1.50).

Descriptors: exceptional child education; visually handicapped; cognitive development; perceptual development; educational needs; conference reports

Two conference papers treat visually handicapped children. Beverly Birns discusses approaches to cognitive development and Warren M. Brodey describes the application of human enhancement to perception. Discussions are provided on the child, his family, and community. (JD)

ABSTRACT 30139

EC 03 0139 ED N.A.
Publ. Date Mar 69 107p.

Proceedings of the Regional Institute on the Blind Child Who Functions on a Retarded Level (Austin, Texas, May 8-10, 1968).
EDRS not available
American Foundation For The Blind, 15 West 16th Street, New York, New York 10011 ($2.00).

Descriptors: exceptional child education; multiply handicapped; mentally handicapped; visually handicapped; learning characteristics; educational needs; educational programs; design needs; residential care; social services; conference reports

Conference papers review the educational needs of mentally retarded blind children and describe a state residential school program. Further papers treat learning characteristics, environmental design, care and management, educational and psychological management, and community and institutional services. (JD)

ABSTRACT 30153

EC 03 0153 ED N.A.
Publ. Date 70 73p.
The Blind Child Who Functions on a Retarded Level: Selected Papers.
EDRS not available
American Foundation For The Blind, 15 West 16th Street, New York, New York 10011 ($1.00).

Descriptors: exceptional child education; visually handicapped; mentally handicapped; multiply handicapped; teaching techniques; institutionalized (persons); psychomotor skills; behavior change; psychological evaluation; rubella; teacher education; family attitudes

Papers dealing with the mentally handicapped blind child are: The Challenge, by Philip Roos; Effect Upon a Family of a Child with a Handicap, by Lillian Warnick; The Child with Rubella Syndrome, by Louis Cooper; Teaching the Multiply Handicapped Blind Child, by Maurice Tretakoff; The Challenge for Teacher Preparation, by Verna Hart; Educational and Psychological Management, by William J. Wood; Teaching Techniques for Institutionalized Blind Retarded Children, by Hannah Rodden; Sunrise Project for the Blind, by Jim Leverett and Allan I. Bergman; Importance of Motor Development and Motor Skills for the Institutionalized Blind Mentally Retarded, by Paul R. McDade; Adapting School Psychological Evaluation to the Blind Child, by James Parker; and Behavior Modification with the Multi-Handicapped, by Lawrence A. Larsen. (KW)

ABSTRACT 30154

EC 03 0154 ED N.A.
Publ. Date 51 269p.
Cutsforth, Thomas D.
The Blind in School and Society.
EDRS not available
American Foundation For The Blind, 15 West 16th Street, New York, New York 10011.

Descriptors: exceptional child education; visually handicapped; social psychology; social adjustment; personal adjustment; adjustment (to environment); emotional problems; personality development; preschool children; self concept; verbal communication; fantasy; sexuality; institutionalized (persons); psychology

The reissued manual is presented as a pioneer work in the study of the mental and emotional problems of the blind, laying the foundations for a social psychology of the blind. Personality problems are explored with the aim of acquainting the seeing with the blind and the blind with themselves. Chapters discuss the preschool blind child, a case of a blind young man lacking adequate social and motor development and hence apparently retarded, verbalism (words versus reality, and the meaningless use of visual language), the fantasy life of the blind (importance, causes, types, interpretation, effects), and voice and speech including a consideration of speech defects. Attention is also given to problems in the emotional life of the blind (including disturbances, false attitudes toward and of the blind, and psychology of the blind mendicant), sex behavior, esthetic life, personality problems in institutions for the blind, and social adjustment in a college community. Included is a paper entitled Blindness as an Adequate Expression of Anxiety,

which advances the thesis that secondary use of physical handicap in personality can take the form of substituting it for neurosis. (KW)

ABSTRACT 30315

EC 03 0315 ED N.A.
Publ. Date Oct 70 7p.
Wheeler, Jane G.
Teaching the Concept of the Diagonal During Handwriting Lessons for the Congenitally Blind.
EDRS not available
New Outlook For The Blind; V64 N8 P249-55 Oct 1970

Descriptors: exceptional child education; visually handicapped; handwriting instruction; graphic arts; concept teaching; handwriting skills; lesson plans; visualization

The frequent difficulty of the congenitally blind in visualizing diagonal lines is discussed in terms of teaching handwriting skills. A plan of lessons for teaching the concept of the diagonal and the basic understanding of the diagonal line is presented. (KW)

ABSTRACT 30427

EC 03 0427 ED 043 991
Publ. Date Sep 70 117p.
Napier, Grace D.; Weishahn, Mel W.
Handbook for Teachers of the Visually Handicapped.
American Printing House For The Blind, New York, New York
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc
OEG-2-6-062289-1582(607)
BR-272036

Descriptors: exceptional child education; visually handicapped; teaching methods; teaching guides; program planning; instructional materials; visually handicapped mobility; visually handicapped orientation; Elementary and Secondary Education Act Title III

Designed to aid the inexperienced teacher of the visually handicapped, the handbook examines aspects of program objectives, content, philosophy, methods, eligibility, and placement procedures. The guide to material selection provides specific information on the acquisition of Braille materials, large type materials, recorded materials, direct reader service, and sources for educational aids. Suggestions for the regular classroom teacher of a blind student include the use of resource or itinerant teacher, methods to aid the blind child in his adjustment, and the maximum use of time and circumstances. Techniques in the area of orientation and mobility are included with illustrations, and common visual impairments (such as glaucoma, nystagmus, and retrolental fibroplasia) are described. Sample forms and a bibliography concerning education of the visually handicapped are included. (RD)

ABSTRACT 30480

EC 03 0480 ED N.A.
Publ. Date Oct 70 4p.
Randolph, Leo Glenn
The Classroom Teacher Speaks: Don't Rearrange the Classroom. Why Not? A Proposal for Meaningful Classroom Mobility.
EDRS not available
Education Of The Visually Handicapped; V2 N3 P83-6 Oct 1970

Descriptors: exceptional child education; visually handicapped; classroom arrangement; visually handicapped mobility; mobility aids; furniture arrangement; visually handicapped orientation

The rearrangement of furniture in a classroom for the blind is encouraged along with suggested techniques for teaching mobility skills and systematic relationships. Suggestions for rearrangement involving effective orientation and mobility principles are presented, and criteria for changing the classroom are described. Four techniques for room familiarization (perimeter, door object, criss cross, object object) are also provided. (RD)

ABSTRACT 30545

EC 03 0545 ED N.A.
Publ. Date Nov 70 4p.
Gildea, Robert A. J.
Guidelines for Training Blind Computer Programers.
EDRS not available
New Outlook For The Blind; V64 N9 P297-300 Nov 1970

Descriptors: exceptional child education; visually handicapped; vocational rehabilitation; computer programs; training techniques; guidelines

The guidelines for training blind computer programers describe selection criteria, training objectives and techniques, and the procedures of placement. The importance of interview ability and of followup assistance during employment is stressed. (RD)

ABSTRACT 30636

EC 03 0636 ED N.A.
Publ. Date 69 43p.
Groves, Doris; Griffith, Carolynn
Guiding the Development of the Young Visually Handicapped; A Selected List of Activities.
Ohio State School For The Blind, Columbus;
Ohio State Department Of Education, Columbus
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS not available
State School For The Blind, 5220 North High Street, Columbus, Ohio 43214.

Descriptors: exceptional child education; visually handicapped; early childhood education; infancy; activity units; instructional materials

Intended for parents, teachers, social workers and others interested in the development of the visually handicapped, the booklet contains suggestions to help the child develop and prepare for the activities of a formal school program. An outline of activities for children 6 months through 10 years is presented, stressing such areas as auditory awareness, locomotion and pre-orientation, and body image. Eating skills and toilet training are discussed separately. An appendix of toy, book, record, game and reading list suggestions are provided. (CD)

ABSTRACT 30884

EC 03 0884 ED N.A.
Publ. Date 70 10p.
Franks, Frank L.
Measurement in Science for Blind Students.
EDRS not available
Teaching Exceptional Children; V3 N1 P2-11 Fall 1970

Descriptors: exceptional child education; visually handicapped; measurement instruments; science materials; scientific concepts; instructional aids

Science measurement instruments specially modified for use by blind students are pictured and described. The devices include thermometer, ruler, balances, weights, graduates, and blocks of equal volume with different weights. These instruments were the ones identified as necessary to teach scientific measurement operations and basic properties of matter, essential to teaching most of the basic concepts in life science, earth science, and physical science as taught in elementary and junior high school. (KW)

ABSTRACT 30925

EC 03 0925 ED N.A.
Publ. Date Dec 70 8p.
Kirk, Edith C.
The Future of Reading for Partially Seeing Children.
EDRS not available
Reading Teacher; V24 N3 P195-202 Dec 1970

Descriptors: exceptional child education; visually handicapped; partially sighted; reading; prediction; teaching methods; reading materials

The article considers the future reading of partially seeing children in the light of new developments in improving vision and improving reading instruction through advances in technology, reading research, parent education, and knowledge of child growth. Discussed are the definition of the partially seeing child, the necessity for early identification, the role of parents during the preschool years, and optimum physical conditions for reading in school. The future of beginning reading instruction is envisioned in terms of attention to vision, assessment of reading readiness, methods, and materials. The picture of reading at later levels considers the older child, mechanical aids, class organization, comprehension, study skills, and materials. (KW)

ABSTRACT 31017

EC 03 1017 ED N.A.
Publ. Date Dec 70 5p.
Rogow, Sally
Retardation Among Blind Children.
EDRS not available
Education Of The Visually Handicapped; V2 N4 P107-11 Dec 1970

Descriptors: exceptional child education; visually handicapped; mental retardation; behavior patterns; early childhood; cognitive development; perceptual development; sensory deprivation; environmental influences

After citing the high incidence of mental retardation among blind children, the nature of the retardation is discussed. The ways in which blindness interferes with perceptual and cognitive learning are outlined. Mentioned are the consequences of limitations imposed by restrictions of environmental experience when very young upon the development of the child's self-concept. Sensory deprivation and perceptual development are also examined. (KW)

ABSTRACT 31019

EC 03 1019 ED N.A.
Publ. Date Dec 70 5p.
Smith, Clyde R.
A Look at a College Orientation Program for the Visually Impaired.
EDRS not available
Education Of The Visually Handicapped; V2 N4 P116-20 Dec 1970

Descriptors: exceptional child education; visually handicapped; college preparation; orientation; high school graduates; summer programs; personal adjustment; social adjustment; daily living skills

Described is the college preparatory program held at the Rehabilitation Center of the Arkansas Enterprises for the Blind (Little Rock, Arkansas). The nine-week summer course is designed to help the high school graduate planning to enter college in the fall solve the personal, social, and academic problems he will encounter as a college student. Included is a detailed description of the following specific training areas in which the students participate: academic instruction, orientation and mobility, techniques of daily living, communicative skills, social skills, and counseling. Other planned orientation activities are also mentioned. (KW)

ABSTRACT 31130

EC 03 1130 ED N.A.
Publ. Date Jan 71 6p.
Kapela, Edith Largy
Junior High Readiness and the Blind Child.
EDRS not available
New Outlook For The Blind; V65 N1 P12-7 Jan 1971

Descriptors: exceptional child education; visually handicapped; junior high school students; readiness; academic ability; educational needs

Discussed are some general aims of education in preparing children for junior high school and the response to the needs of blind children. Special skills needed by the blind student and problems he will encounter because of his blindness are emphasized. Six changes for the child at this transition stage are enumerated. Attitudes, orientation and mobility skills, academic readiness, personality traits, listening skills, and social fulfillment are all considered. (KW)

ABSTRACT 31425

EC 03 1425 ED N.A.
Publ. Date 66 88p.
Davidow, Mae E.
The Abacus Made Easy.
EDRS not available
American Printing House For The Blind, P. O. Box 6085, Louisville, Kentucky 40206.

Descriptors: exceptional child education; visually handicapped; teaching guides; large type materials; mathematics; slow learners; instructional materials; Cranmer Abacus

A simplified manual for teaching the Cranmer Abacus to visually handicapped students is presented. Written in large type print, the text describes in a simple, concise manner how to add, subtract, multiply, divide, handle decimals, fractions, percent, and square root on an abacus. The author stresses the importance of studying the abacus one step at a time, making certain every step is understood. (CD)

ABSTRACT 31530

EC 03 1530 ED N.A.
Publ. Date Feb 71 8p.
Lewis, Marian; Coker, Gary
The Use of Abacus Contests to Increase Interest in Mathematics.
EDRS not available
New Outlook For The Blind; V65 N2 P41-8 Feb 1971

Descriptors: exceptional child education; visually handicapped; mathematics; curriculum guides; teaching methods; abacus

The use of the abacus to supplement the mathematics program for the visually handicapped is explored. Abacus contests are suggested as a stimulus to learning. Appendixes detail such contests as the abacus bee, the intramural abacus contest, and a contest between abacus and print. The learning value of each suggestion is considered in the article. (CD)

ABSTRACT 31533

EC 03 1533 ED N.A.
Publ. Date Feb 71 6p.
Johnson, Gil; Tuttle, Dean
Education and Habilitation of Multiply Handicapped Blind Youth.
EDRS not available
New Outlook For The Blind; V65 N2 P56-61 Feb 1971

Descriptors: exceptional child education; multiply handicapped; rehabilitation programs; vocational adjustment; blind; vocational counseling

Vocational adjustment for multiply handicapped blind youth is considered. Based on a rehabilitation project to meet the needs of older students of a school for the blind, three basic groups, each requiring a different constellation of services, are identified--the high school group, the transitional work experience group, and the work evaluation group. Education, counseling, and services required for each group in the project are presented and examined. The utilization of supportive services and workshops for each group is emphasized. The project was felt to point up the need for such things as an adapted curriculum to the new experiences afforded by the workshops, more available services to meet the present need, and on-going group counseling for parents. (CD)

ABSTRACT 31549

EC 03 1549 ED N.A.
Publ. Date 70 10p.
Visually Handicapped Children: A Guide for Parents.
Indiana University Of Pennsylvania
Bureau Of Elementary And Secondary Education (DHEW/OE), Washington, D. C.
EDRS not available
Pennsylvania Department Of Education, Bureau Of Special Education, Box 911, Harrisburg, Pennsylvania 17126.

Descriptors: exceptional child education; visually handicapped; parent role; child rearing; early childhood education; educational programs; guidelines; Pennsylvania

The guide for parents of visually handicapped children is intended to provide answers to some of the basic questions such parents ask about training of the child at home and his future education. Emphasized are preschool home activities which will strengthen the child's potential for formal school experience. Information on the kinds of special education available in Pennsylvania for the visually handicapped is presented. Some vocational possibilities are mentioned, and reading materials for parents and some organizations which may be of assistance are listed. (KW)

ABSTRACT 31609

EC 03 1609 ED 046 463
Publ. Date 69 63p.
Proceedings of a Special Study Institute for Tennessee Educators of Visually Handicapped Pupils (Louisville, Kentucky, April 21-23, 1969).
Tennessee State Department Of Education, Nashville
EDRS mf,hc

Descriptors: exceptional child education; visually handicapped; instructional materials; instructional materials centers; material development; conference reports; listening comprehension; American Printing House for the Blind

Presented are the proceedings of the

Institute held to provide public day school personnel (teachers, administrators, and materials center personnel) with an opportunity to study methods of locating, acquiring, and utilizing materials for visually handicapped students. Recent research, new materials, and information from materials centers and commercial resources were reviewed. Papers and presentations included briefly review programs for the visually handicapped in Tennessee and describe the organization and services of the American Printing House for the Blind (Louisville, Kentucky), where the Institute was held. Other papers treat the use and coordination of services of instructional materials centers, current projects for development of materials (school readiness materials, and use of simple machines), three research projects at the American Printing House, reading and listening comprehension, and basic precepts in the teaching of the visually handicapped. (KW)

ABSTRACT 31699

EC 03 1699 ED N.A.
Publ. Date 71 16p.
Toys for Early Development of the Young Blind Child.
Illinois State Office Of The Superintendent Of Public Instruction, Springfield, Instructional Materials Center For The Visually Handicapped
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS not available
Illinois Office Of The Superintendent Of Public Instruction, Instructional Materials Center For The Visually Handicapped, 1020 South Spring Street, Springfield, Illinois 62706.

Descriptors: exceptional child education; visually handicapped; toys; resource guides; parent education; infancy; early childhood

The booklet suggests toys which tend to encourage the development of certain skills in the young blind child. Listed are types of toys, their purpose, a sample toy of each type, and the manufacturer of the sample toy appropriate for the following age groups: 6 months to 1 year, 1 to 2 years, and 2-3 years of age. The booklet was designed to accompany kits of toys for each age level, but can also be used independently as a guide. (KW)

ABSTRACT 31735

EC 03 1735 ED 046 466
Publ. Date 70 205p.
Wooldridge, Lillian And Others
Techniques for Daily Living: Curriculum Guides.
Illinois Braille And Sight Saving School, Jacksonville
Bureau Of Elementary And Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; visually handicapped; self care skills; curriculum guides; teaching guides; daily living skills

Presented are specific guides concerning techniques for daily living which were developed by the child care staff at the Illinois Braille and Sight Saving School. The guides are designed for cottage parents of the children, who may have both visual and other handicaps, and show what daily living skills are necessary and appropriate for the children at various age levels of development. Explicit directions for teaching each individual skill are given, and the coverage of daily living skills is comprehensive. Skills in the following areas are detailed: personal needs (bathing and personal hygiene, dressing and undressing), good grooming and personal appearance, caring for personal belongings and maintaining a neat room, socializing, performing household chores, handling and eating foods, and dining out in public. (KW)

ABSTRACT 31785

EC 03 1785 ED 048 681
Publ. Date 70 75p.
The Challenge of Educating the Pre-School Blind Child with Multiple Handicaps.
New York State Education Department, Albany, Bureau For Physically Handicapped Children
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
Proceedings of the Special Study Institute (Albany, New York, April 27-29, 1970).

Descriptors: exceptional child education; multiply handicapped; preschool education; conference reports; visually handicapped; early childhood

Proceedings from a Special Studies Institute on the Challenge of Educating the Preschool Blind Child with Multiple Handicaps (New York, April 27-29, 1970) are compiled. Papers and panel discussion topics include the challenge of educating the multiply handicapped child with sensory defects; the physician's contribution in diagnosis, treatment and consultation; adapting professional knowledge and skill to service; educational techniques; problems of multiply handicapped children in rural areas; and the impact of Federal legislation on the education of the handicapped. (CD)

ABSTRACT 31905

EC 03 1905 ED N.A.
Publ. Date 71 240p.
Cratty, Bryant J.
Movement and Spatial Awareness in Blind Children and Youth.
EDRS not available
Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($12.00).

Descriptors: exceptional child education; visually handicapped; partially sighted; perceptual motor learning; body image; mobility aids; teaching guides; space orientation; movement education

Designed for three groups--parents, teachers, and researchers--the text focuses on the modification of perceptual and motor behavior of blind children and on techniques to aid them to organize and deal with auditory information when moving in their environment. Sections of the book are based upon current research dealing with the body image of blind children, and methods of teaching basic spatial orientations with various movement problems. Child development from birth through adolescence is covered by the text. Various movement games which may be employed in the education of partially sighted children are described, and information on mobility training and its underlying principles for blind children in middle and late adolescence is considered. (CD)

ABSTRACT 31956

EC 03 1956 ED N.A.
Publ. Date Mar 71 4p.
Curren, Elizabeth A.
Teaching Water Safety Skills to Blind Multi-Handicapped Children.
EDRS not available
Education of the Visually Handicapped; V3 N1 P29-32 Mar 1971

Descriptors: exceptional child education; multiply handicapped; swimming; visually handicapped; program descriptions

A swimming program for multiply handicapped blind children is detailed. The stated objective is to encourage freedom of movement and develop needed muscle control. Each child was assisted individually, and allowed to develop and proceed at his own rate. Descriptions of water orientation and adjustment, and problems dealing with physical limitations are cited. Results of the program were positive, with 75% of the 13 children swimming without any support in deep water and 100% of the eight transitional children swimming without support. (CD)

ABSTRACT 32014

EC 03 2014 ED N.A.
Publ. Date Apr 71 6p.
Miller, Oral O. and Others
Programs for the Handicapped.
EDRS not available
JOHPER; V42 N4 P59-64 Apr 1971

Descriptors: exceptional child education; visually handicapped; physical education; recreation; physical activities; games; regular class placement

Four articles deal with physical education or recreational activities for the visually handicapped. Oral O. Miller explains bowling for the blind, mentioning in particular the activities of the American Blind Bowling Association. The integration of visually handicapped children into a public elementary school physical education program is discussed by Gladys Johansen. Activities used to attain the listed objectives of such an integrated program are described (body conditioning exercises, rope jumping, physical fitness tests, games and relays, tumbling, pole climbing, balance beams, stunts, self-testing activities, and ice skating). In the third article, Charles Buell suggests

some adaptations which have proved effective in enabling blind students to participate in physical education activities with the rest of their sighted class. Suggestions pertain to ball games, track and field and physical fitness tests, tag games, races, and other activities. The final article, by Lester Citron, points out fun, exercise, and perceptual training benefits blind children can obtain from kicking tin cans, and outlines a game which can be played with them (KW)

ABSTRACT 32313

EC 03 2313 ED N.A.
Publ. Date May 71 6p.
Bauman, Mary
Foundations for Vocational Choice in Grades 1-9.
EDRS not available
Education of the Visually Handicapped; V3 N2 P40-5 May 1971

Descriptors: exceptional child education; visually handicapped; prevocational education; residential schools; questionnaires

The article discusses the importance of gradual exposure of blind students to both concepts of job content and concepts of work habits and standards. To determine what is being done at the prevocational level with blind children, a questionnaire was sent to administrators in residential and day school programs. Responses from 28 residential schools and 10 day school coordinators were felt to reflect vast variations in prevocational programs for the visually handicapped. Such prevocational information sources as use of field trips, social studies classes, programs in home economics, industrial arts, and occupational therapy, inviting worker-speakers to talk about their jobs, career day, group guidance class, after school jobs, psychological evaluations, and referral to the state rehabilitation agency are drawn from the questionnaire responses. One specific program, which draws in prevocational concepts at each succeeding grade, is described. (CD)

ABSTRACT 32399

EC 03 2399 ED N.A.
Publ. Date Apr 71 18p.
Dawson, Yvette Nadine
Physical Education for the Blind.
EDRS not available
Rehabilitation Teacher; V3 N4 P15-32 Apr 1971

Descriptors: exceptional child education; visually handicapped; blind; physical education; teaching methods; physical activities

The discussion of physical education for blind students points out why and in what ways they have even greater need of physical education than do physically normal children. Basic plans used in the teaching of blind classes are described, but it is urged that in most cases it is best for the blind students to be integrated into the activities of regular physical education classes. Characteristics of a good physical education teacher of the blind, and factors which the teacher must consider in program planning are enumerated. Touched upon are the child's need for individual attention and teaching methods. Guidelines for selecting games and activities are presented, including descriptions of the ways in which the blind can participate in various sports and games by modifying the activity involved. (KW)

ABSTRACT 32617

EC 03 2617 ED 051 617
Publ. Date 70 95p.
Misbach, Dorothy L.; Sweeney, Joan
Education of the Visually Handicapped in California Public Schools.
California State Department of Education, Sacramento, Division of Special Education
EDRS mf,hc

Descriptors: exceptional child education; visually handicapped; state programs; educational programs; administration; curriculum; public schools; California

Intended as a guide and reference for administrators and teachers responsible for the operation of special educational programs for the visually handicapped in California public schools, the document first traces the historical and philosophical development of publicly financed education for visually handicapped children in California. Definitions, methods of identification, and incidence figures are given. Described are the types of programs offered for the visually handicapped: special and regular day classes, remedial and individual instruction, mobility instruction, payment of tuition, and residential schools. Factors to be considered in establishing and operating a program, such as legal authority and provisions, evaluation and placement procedures, counseling, and orientation program, are discussed. Guidelines for the various levels of school district personnel involved in operating a program are given. Examined are the implications of the limitations of visually handicapped students for instructional planning and curriculum. The final chapter identifies some additional state services for the visually handicapped. (KW)

ABSTRACT 32705

EC 03 2705 ED N.A.
Publ. Date Sum 71 3p.
Parten, Carroll B.
Out of the Classrom: Encouragement of Sensory Motor Development in the Preschool Blind.
EDRS not available
Exceptional Children; V37 N10 P739-41 Sum 1971

Descriptors: exceptional child education; visually handicapped; sensory training; motor development; blind; preschool children; body image; teaching methods; class activities

Summarized are techniques used at the Blind Children's Center in Hollywood, California to encourage sensory motor development in preschool blind children. Described are specific activities used to develop the child's self and body awareness, to help him achieve such socially desirable behaviors as relaxing and sitting still, to establish good mobility habit patterns, and to foster development of certain concrete and abstract concepts. (KW)

ABSTRACT 32866

EC 03 2866 ED N.A.
Publ. Date Jul 71 214p.
Bishop, Virginia E.
Teaching the Visually Limited Child.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($9.50).

Descriptors: exceptional child education; visually handicapped; partially sighted; teaching methods; visual perception; listening skills; typewriting; educational facilities

Written specifically for the beginning teacher of children with visual problems, the book presents a comprehensive collection of varied, workable ideas for efficient teaching of visually limited children. Visual variations receive detailed discussion so that proper curriculum adaptations can be made. The importance of listening skills as academic reinforcement is discussed and illustrated by suggested activities. A comprehensive section on academic subject adaptations, by grade level and subject area, focuses on potentialities for normal development. An adapted approach to the teaching of typing facilitates teaching and learning of the communication process. Guidance principles for school personnel and the range of available special services and programs are followed by an outline, verbal and pictorial, of special classroom environments and materials. A detailed resource list includes: educational games and teaching devices, equipment and tangible apparatus, resource books, resource organizations, bibliography, and glossary. (CB)

ABSTRACT 33111

EC 03 3111 ED N.A.
Publ. Date Jun 71 3p.
Schopper, Hans
The Electro-Brailler: A Communications Device and Teaching Aid for the Blind and Visually Impaired at Work and in School.
EDRS not available
Research Bulletin; N23 P47-9 Jun 1971

Descriptors: exceptional child education; visually handicapped; multiply handicapped; deaf blind; electromechanical aids; braille; typewriting; instructional materials

Described is the electro-brailler, a braille transcribing aid consisting of two parts: transmitting braille transcriber and receiving braillewriter. The brailled material appears in the form of embossed tape and has numerous projected uses for the blind and deaf blind: substitute blackboard, electric shorthand typewriter, conference equipment, teletyper, and

conversion device from inkprint into braille. Each application is discussed briefly. The electro-brailler is shown to be advantageous in both classroom and working conditions because each participant can be equipped with transmitters and receivers, permitting braille conversations. The author explains that little mechanical effort is required to operate the system, and the keyboard is adaptable to special needs of one-handed or thalidomide persons. The system can also be used by the sighted who have no knowledge of braille, enabling them to communicate with persons knowing braille. (CB)

ABSTRACT 33170

EC 03 3170 ED N.A.
Publ. Date 71 7p.
Knight, John J.

Teacher Produced Slides Aid Reading for Low Vision Children.
EDRS not available
Teaching Exceptional Children; V3 N4 P202-8 Sum 1971

Descriptors: exceptional child education; partially sighted; audiovisual aids; slides; reading; visually handicapped; teacher developed materials

Suggested is the use of a 35mm slide projector and teacher produced 35mm slides to meet the specific needs of low vision children in a standard reading program. The slide technique is recommended because it can present words in almost any size needed and because it minimizes laborious and time consuming linear scanning movements by the student. A reflection box teamed with an automatic slide projector can become an automatic programed teaching machine. Coordination with a tape recorder is also suggested. Illustrated instructions for slide preparation by the teacher are given. (KW)

AUTHOR INDEX

Bauman, Mary 32313.
Bishop, Virginia E 32866.
Buell, Charles E 11319.
Case, Maurice 20980.
Coker, Gary 31530.
Couchell, Peter, Jr 10196.
Cratty, Bryant J 31905.
Crawford, Fred L 20639.
Curren, Elizabeth A 31956.
Cutsforth, Thomas D 30154.
Davidow, Mae E 31425.
Dawson, Yvette Nadine 32399.
Dickinson, Raymond M 22481-22482.
Franks, Frank L 30884.
Fulker, Mary 10535.
Fulker, Wilber H 10535.
Gildea, Robert A J 30545.
Griffith, Carolynn 30636.
Groves, Doris 30636.
Halliday, Carol 22541.
Johnson, Gil 31533.
Kapela, Edith Largy 31130.
Kirk, Edith C 30925.
Knight, John J 33170.
Lewis, Marian 31530.
Margach, Charles and Others 11316.
Miller, Oral O and Others 32014.
Misbach, Dorothy L 32617.
Napier, Grace D 30427.
Parten, Carroll B 32705.
Pumo, Benjamin J 21536.
Randolph, Leo Glenn 30480.
Rogow, Sally 31017.
Schopper, Hans 33111.
Smith, Clyde R 31019.
Sweeney, Joan 32617.
Tuttle, Dean 31533.
Viskant, Kathryn 22284.
Weishahn, Mel W 30427.
Wessell, Margery Hayes 20142.
Wheeler, Jane G 30315.
Wood, Maxine 11370.
Wooldridge, Lillian and Others 31735.
Zimmerman, David R 22583.

SUBJECT INDEX

Abacus 31530.
Academic Ability 31130.
Academic Achievement 11319.
Activities 22481.
Activity Units 30636.
Adjustment (to Environment) 20639, 30099, 30154.
Administration 20980, 32617.
Administrative Policy 20980.
Adults 10196, 20980.
Agencies 22481.
American Optometric Association 11316.
American Printing House for the Blind 31609.
Anxiety 22481.
Athletics 11319.
Attitudes 11370.
Audiovisual Aids 33170.
Behavior 22481.
Behavior Change 30153.
Behavior Patterns 31017.
Blind 10089, 10535, 11316, 11319, 11370, 20639, 22583, 31533, 32399, 32705.
Body Image 31905, 32705.
Braille 11316, 33111.
California 32617.
Case Studies (Education) 11319, 20142.
Child Development 22541.
Child Rearing 31549.
Childhood 31017, 31699, 31785.
Childhood Needs 22482.
Class Activities 32705.
Classroom Arrangement 22367, 30480.
Cognitive Development 30138, 31017.
College Preparation 31019.
Community Cooperation 21536.
Community Programs 11316.
Community Resources 20639.
Computer Programs 30545.
Concept Formation 10535, 30315.
Conference Reports 30138-30139, 31609, 31785.
Cooperative Programs 22284.
Counselor Role 21536.
Cranmer Abacus 31425.
Curriculum 10089, 11319, 32617.
Curriculum Guides 10089, 31530, 31735.
Daily Living Skills 31019, 31735.
Dance 20980.
Day Schools 11319.
Deaf Blind 30134, 33111.
Demonstration Projects 10196.
Design Needs 30139.
Dramatics 20980.
Early Childhood Education 31785.
Eating Habits 20142.
Educational Facilities 32866.
Educational Needs 22367, 30134, 30138-30139, 31130.
Educational Programs 10196, 30134, 30139, 31549, 32617.
Electrical Stimuli 22583.
Educational Technology 10535.
Electromechanical Aids 11316, 33111.
Elementary and Secondary Education Act Title III 30427.
Elementary Education 10089.
Emotional Development 22541.
Emotional Problems 30154.
Employment 20639.
Employment Opportunities 20639.
Environmental Influences 31017.
Equipment 22367.
Etiology 11316, 11370.
Exceptional Child Education 10089, 10535, 11319, 22367, 22481-22482, 22541, 30099, 30134, 30138-30139, 30153-30154, 30315, 30427, 30480, 30545, 30636, 30884, 30925, 31017, 31019, 31130, 31425, 31530, 31533, 31549, 31609, 31699, 31735, 31785, 31905, 31956, 32014, 32313, 32399, 32617, 32705, 32866, 33111, 33170.
Exceptional Child Research 10196, 20142.
Exceptional Child Services 11316, 11370, 20639, 20980, 21536, 22583.
Family Attitudes 30153.
Fantasy 30154.
Federal Government 11316.
Federal Legislation 11316.
Federal Programs 11316.
Financial Policy 11316.
Furniture Arrangement 30480.
Games 11319, 32014.
Graphic Arts 30315.
Group Activities 20980.
Guidelines 30099, 30545, 31549.
Handicrafts 20980.
Handwriting 30315.
High School Graduates 31019.
Home Economics 22284, 30099.
Home Instruction 22284.
Hygiene 30099.
Identification 11316, 22367.
Incidence 11370, 20980.
Infancy 30636, 31699.
Institutionalized (Persons) 30153-30154.
Instructional Materials 10535, 22367, 22541, 30427, 30636, 30884, 31425, 31609, 33111.
Instructional Materials Centers 31609.
Insurance Programs 11370.
Intellectual Development 22541.
Intermediate Grades 11319.
Interpersonal Competence 30099.
Job Placement 11316.
Junior High School Students 31130.
Language Arts 20980.
Language Development 20142, 22541.
Language Handicapped 20142.
Large Type Materials 11316, 31425.
Leadership 20980.
Learning Activities 10089.
Learning Characteristics 30139.
Learning Processes 22541.
Learning Readiness 22541.
Legislation 11370.
Leisure Time 11319.
Lesson Plans 10089, 30315.
Library Services 11370.
Listening Comprehension 31609.
Listening Skills 32866.
Manipulative Materials 10535.
Manpower Needs 20639.
Material Development 31609.
Mathematics 31425, 3130.
Measurement 30884.
Medical Treatment 11316.
Mental Retardation 31017.
Mentally Handicapped 30139, 30153.
Mobility Aids 11370, 30480, 31905.
Motivation 10196.
Motor Development 32705.
Movement Education 31905.
Multiply Handicapped 20142, 22541, 30139, 30153, 31533, 31785, 31956,

33111.
Music 20980.
National Programs 11316.
Occupational Choice 20639.
Older Adults 10196.
Ophthalmology 11316.
Orientation 31019.
Parent Education 22481-22482, 31699.
Parent Role 31549.
Parent Teacher Conferences 22481.
Partially Sighted 10535, 11316, 11370, 22367, 30925, 31905, 32866, 33170.
Pennsylvania 31549.
Perceptual Development 30138, 31017.
Perceptual Motor Coordination 22541.
Perceptual Motor Learning 31905.
Personal Adjustment 30099, 30154, 31019.
Personality Development 30154.
Phosphenes 22583.
Physical Activities 32014, 32399.
Physical Development 22541.
Physical Education 11319, 32014, 32399.
Prediction 30925.
Preschool Children 22541, 30154, 32705.
Prevention 11316, 11370.
Prevocational Education 32313.
Primary Grades 11319.
Professional Education 30134.
Program Descriptions 31956.
Program Planning 20980, 21536, 30427.
Prostheses 22583.
Psychological Evaluation 30153.
Psychology 30154.
Psychomotor Skills 30153.
Public Schools 32617.
Questionnaires 32313.
Rating Scales 11319.
Readiness 31130.
Readiness (Mental) 22482.
Reading 30925, 33170.
Reading Machines 11316.
Reading Materials 30925.
Records (Forms) 10089.
Recreation 11319, 20980, 32014.
Regular Class Placement 22367, 32014.
Rehabilitation Centers 11370.
Rehabilitation Programs 31533.
Research Needs 11316.
Residential Care 30139.
Residential Schools 11[illegible]9, 32313.
Resource Guides 31699.
Resource Materials 10089.
Retirement 20639.
Rubella 30153.
Sciences 30884.
Scientific Concepts 30884.
Secondary Education 11319.
Self Care Skills 22541, 31735.
Self Concept 30154.
Self Evaluation 20639.
Sensory Aids 10535, 11316, 11370, 22481, 22583.
Sensory Deprivation 31017.
Sensory Training 32705.
Services 22481-22482.
Sexuality 30154.
Sheltered Workshops 11370.
Skill Development 10089.
Skills 10089.
Slides 33170.
Slow Learners 31425.
Social Adjustment 22482, 30154, 31019.
Social Development 22541.
Social Psychology 30154.
Social Services 11316, 30139.
Social Work 20980.
Socialization 20980.
Space Orientation 22481, 31905.
Staff Orientation 22284.
State Programs 32617.
Statistical Data 11316.
Stimulus Behavior 22583.
Summer Programs 31019.
Surveys 11316.
Swimming 31956.
Tactile Adaptation 22583.
Teacher Developed Materials 33170.
Teacher Education 30134, 30153.
Teaching Guides 22367, 30427, 31425, 31735, 31905.
Teaching Methods 20142, 30099, 30153, 30427, 30925, 31530, 32399, 32705, 32866.
Three Dimensional Aids 10535.
Toys 31699.
Training Techniques 30545.
Travel 11370.
Travel Training 10089, 10196.
Tutoring 22284.
Typewriting 32866, 33111.
Verbal Communication 30154.
Visual Environment 22367.
Visual Perception 11316, 32866.
Visualization 22583, 30315.
Visually Handicapped 10089, 10196, 10535, 11316, 11319, 11370, 20142, 20639, 20980, 21536, 22284, 22367, 22481-22482, 22541, 22583, 30099, 30134, 30138-30139, 30153-30154, 30315, 30427, 30480, 30545, 30636, 30884, 30925, 31017, 31019, 31130, 31425, 31530, 31549, 31609, 31699, 31735, 31785, 31905, 31956, 32014, 32313, 32399, 32617, 32705, 32866, 33111, 33170.
Visually Handicapped Mobility 10089, 10196, 22481-22482, 30099, 30427, 30480.
Visually Handicapped Orientation 10089, 22482, 30099, 30427, 30480.
Vocational Adjustment 20639, 31533.
Vocational Counseling 20639, 21536, 31533.
Vocational Education 21536.
Vocational Rehabilitation 11316, 11370, 20639, 21536, 30545.
Volunteers 20980.
Young Adults 10196.

ERIC DOCUMENT REPRODUCTION SERVICE
LEASCO INFORMATION PRODUCTS, INC.

P.O. Drawer O, Bethesda, Md. 20014

REPORTS

ON-DEMAND ORDER BLANK

BILL TO: _____ **SHIP TO:** _____

PURCHASE ORDER NO. _____

REPORTS TO BE ORDERED

ITEM	ED Number	Number of Copies MF	Number of Copies HC	PRICE (see reverse)	TOTAL PRICE
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
				SUB-TOTAL	
				TAX	
				TOTAL	

☐ TAX NUMBER _____

☐ DEPOSIT ACCT. NUMBER _____

☐ CHARGE (OVER $10.00) _____

☐ CHECK NUMBER _____

HOW TO ORDER

To order ERIC REPORTS include complete information for all order form items. Please print or type all information clearly.

1. Complete "bill to" and "ship to" addresses. Be sure to complete "ship to" address if different from "bill to". A like "ship to" address may be completed as "SAME". Include zip code.

2. Order by printing ED number in designated space. ED accession numbers are listed in Research in Education (RIE). RIE may be purchased from: Superintendent of Documents, GPO, Washington, D.C. 20402.

3. Include number of copies (1, 2, 3, etc.) to be ordered in appropriate space. Use MF space for microfiche copies, use HC space for hard copy (paper). *Check RIE for availability of document in MF and HC.*

4. Include price from the rate schedule. (Refer to price schedule on back.) Prices are also published in current issues of RIE.

5. Some ED numbers represent a series of titles, and will be billed by title, not ED number. A list of applicable ED numbers is available.

6. Extend number of copies and price for total price for each entry.

7. Add items 1 through 15 and insert amount in "Sub-Total" box.

8. Add state sales tax for Illinois and Maryland or check box and cite tax exemption number for Illinois and Maryland only.

9. Add "Sub-Total" and "Tax" and insert amount in "Total" box.

10. Indicate payment method desired. Payment must accompany all orders of $10.00 or less. Make all drafts payable to EDRS.

11. Sign AUTHORIZATION and date order.

12. Include only 15 entries per form. Complete and sign additional forms if required.

13. Quality warranty. LIPCO will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of LIPCO. Best available copy will be supplied.

ERIC DOCUMENT REPRODUCTION SERVICE is operated by Leasco Information Products, Inc. for the U.S. Office of Education.

Orders are filled only from ED accession numbers. Titles are not checked. *Please be sure you have supplied the correct numbers.*

AUTHORIZATION _____ DATE _____

TITLE OR DEPT. _____

**SUBJECT TO ALL TERMS AND CONDITIONS ON REVERSE SIDE OF THIS FORM.*

MAKE ALL DRAFTS PAYABLE TO EDRS

PRICE LIST

Microfiche Copy — Each Title		.65
Hard Copy — Each Title by number of pages:		
Pages:	1 - 100	3.29
	101 - 200	6.58
	201 - 300	9.87
	301 - 400	13.16
	401 - 500	16.45
Each Additional 100 pages or portion thereof.		3.29

1. Book Rate or Library Rate postage is included in above prices.
2. The difference between Book Rate or Library Rate and first class or foreign postage (outside the continental United States) rate will be billed at cost.

TERMS AND CONDITIONS

1. PRICE LIST

The prices set forth above may be changed without notice; however, any price change will be subject to the approval of the U.S. Office of Education Contracting Officer.

2. PAYMENT

The prices set forth above do not include any sales, use, excise, or similar taxes which may apply to the sale of microfiche or hard copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to LIPCO.

3. REPRODUCTION

Materials supplied hereunder may only be reproduced by not-for-profit educational institutions and organizations; provided however, that express permission to reproduce a copyrighted document provided hereunder must be obtained in writing from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES

LIPCO shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure of delay, (a) is due to events beyond the control of LIPCO including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments, (b) is due to failures of performance of subcontractors beyond LIPCO's control and without negligence on the part of LIPCO, or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY

LIPCO's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall LIPCO be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY

LIPCO MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. CHANGES

No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of LIPCO.

8. DEFAULT AND WAIVER

a. If Customer fails with respect to this or any other agreement with LIPCO to pay any invoice when due or to accept any shipment as ordered, LIPCO may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order.

b. No course of conduct nor any delay of LIPCO in exercising any right hereunder shall waive any rights of LIPCO or modify this Agreement.

9. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.

ERIC DOCUMENT REPRODUCTION SERVICE
LEASCO INFORMATION PRODUCTS, INC.

P.O. Drawer O, Bethesda, Md. 20014

ERIC REPORTS

ON-DEMAND ORDER BLANK

BILL TO: _____ SHIP TO: _____

PURCHASE ORDER NO. _____

REPORTS TO BE ORDERED

ITEM	ED Number	Number of Copies MF	Number of Copies HC	PRICE (see reverse)	TOTAL PRICE
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
☐ TAX NUMBER _____				SUB-TOTAL	
☐ DEPOSIT ACCT. NUMBER _____				TAX	
☐ CHARGE (OVER $10.00) _____					
☐ CHECK NUMBER _____				TOTAL	

HOW TO ORDER

To order ERIC REPORTS include complete information for all order form items. Please print or type all information clearly.

1. Complete "bill to" and "ship to" addresses. Be sure to complete "ship to" address if different from "bill to". A like "ship to" address may be completed as "SAME". Include zip code.

2. Order by printing ED number in designated space. ED accession numbers are listed in Research in Education (RIE). RIE may be purchased from: Superintendent of Documents, GPO, Washington, D.C. 20402.

3. Include number of copies (1, 2, 3, etc.) to be ordered in appropriate space. Use MF space for microfiche copies, use HC space for hard copy (paper). *Check RIE for availability of document in MF and HC.*

4. Include price from the rate schedule. (Refer to price schedule on back.) Prices are also published in current issues of RIE.

5. Some ED numbers represent a series of titles, and will be billed by title, not ED number. A list of applicable ED numbers is available.

6. Extend number of copies and price for total price for each entry.

7. Add items 1 through 15 and insert amount in "Sub-Total" box.

8. Add state sales tax for Illinois and Maryland or check box and cite tax exemption number for Illinois and Maryland only.

9. Add "Sub-Total" and "Tax" and insert amount in "Total" box.

10. Indicate payment method desired. Payment must accompany all orders of $10.00 or less. Make all drafts payable to EDRS.

11. Sign AUTHORIZATION and date order.

12. Include only 15 entries per form. Complete and sign additional forms if required.

13. Quality warranty. LIPCO will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of LIPCO. Best available copy will be supplied.

ERIC DOCUMENT REPRODUCTION SERVICE is operated by Leasco Information Products, Inc. for the U.S. Office of Education.

Orders are filled only from ED accession numbers. Titles are not checked. *Please be sure you have supplied the correct numbers.*

AUTHORIZATION _____ DATE _____

TITLE OR DEPT. _____

**SUBJECT TO ALL TERMS AND CONDITIONS ON REVERSE SIDE OF THIS FORM.*

MAKE ALL DRAFTS PAYABLE TO EDRS

PRICE LIST

Microfiche Copy — Each Title		.65
Hard Copy — Each Title by number of pages:		
Pages:	1 - 100	3.29
	101 - 200	6.58
	201 - 300	9.87
	301 - 400	13.16
	401 - 500	16.45
Each Additional 100 pages or portion thereof.		3.29

1. Book Rate or Library Rate postage is included in above prices.
2. The difference between Book Rate or Library Rate and first class or foreign postage (outside the continental United States) rate will be billed at cost.

TERMS AND CONDITIONS

1. PRICE LIST

The prices set forth above may be changed without notice; however, any price change will be subject to the approval of the U.S. Office of Education Contracting Officer.

2. PAYMENT

The prices set forth above do not include any sales, use, excise, or similar taxes which may apply to the sale of microfiche or hard copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to LIPCO.

3. REPRODUCTION

Materials supplied hereunder may only be reproduced by not-for-profit educational institutions and organizations; provided however, that express permission to reproduce a copyrighted document provided hereunder must be obtained in writing from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES

LIPCO shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure of delay, (a) is due to events beyond the control of LIPCO including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments, (b) is due to failures of performance of subcontractors beyond LIPCO's control and without negligence on the part of LIPCO, or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY

LIPCO's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall LIPCO be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY

LIPCO MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. CHANGES

No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of LIPCO.

8. DEFAULT AND WAIVER

a. If Customer fails with respect to this or any other agreement with LIPCO to pay any invoice when due or to accept any shipment as ordered, LIPCO may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order.

b: No course of conduct nor any delay of LIPCO in exercising any right hereunder shall waive any rights of LIPCO or modify this Agreement.

9. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.